

November 2003

1.7

Responses to Literature

Benchmarks

In responses to literature, students show understanding of reading, connect what has been read to the broader world of ideas, concepts, and issues, and make judgments about the text. This is evident when students:

PreK-4:

- A. Connect plot/ideas/concepts to experience, including other literature;
- B. Go beyond retelling of plot by reflecting on what is read and making connections to broader ideas, concepts, and issues;
- C. Support judgments about what has been read by drawing from experience, other literature, and evidence from the text, including direct quotations.

5-8: Evidence PreK-4 applies, plus -

- D. Clearly articulate a point of view, or state a firm judgment about the piece discussed;
- E. Engage the reader effectively and provide closure;
- F. Maintain a sense of audience by addressing the reader's possible questions.

9-12: Evidence PreK – 8 applies, plus –

- G. Establish interpretive claims and support them.

5th Grade Benchmarks

Roll of Thunder, Hear My Cry	5 / 3
Letters from Rifka	4 / 3
Tim's Bravery and Courage	4 / 3
Mossflower	3 / 3
Wait Till Helen Comes	3 / 3
The Midwife's Apprentice	2 / 3
Sounder	1 / 1

VERMONT NEW STANDARDS RUBRIC FOR RESPONSES TO TEXT

Standard 1.7 In responses to text, students show understanding of reading, connect what has been read to the broader world of ideas, concepts, and issues, and make judgments about the text.

Criteria	Score Point 5 Exceeds the Standard	Score Point 4 Accomplished Writing	Score Point 3 Intermediate Writing	Score Point 2 Basic Writing	Score Point 1 Limited Writing
PURPOSE, STANCE, VOICE/TONE <ul style="list-style-type: none"> Evidence of understanding and reflection that are related to the text Analysis of the elements of the work under consideration Personal response to the work of literature. Sentence structure, variety, and vocabulary. 	<p>Score point 5 meets all the criteria listed in score point 4 and shows invention, creativity, and lucidity.</p> <p>Presents insightful ideas.</p> <p>Demonstrates strong sense of personal engagement in responding to the work of literature.</p> <p>Sophisticated sentence structure and imagery; language is often metaphorical or otherwise distinctive.</p>	<p>Responds directly to the text with analysis and personal response.</p> <p>Strong control of purpose, appropriate to topic and audience.</p> <p>Clearly establishes context (purpose).</p> <p>Uses effective sentence patterns and diction (voice/tone).</p>	<p>Responds to the text, providing some evidence of analysis and personal response.</p> <p>Sense of purpose may be uneven or confined to providing a summary.</p> <p>Context limited to that of a book report or personal response (purpose).</p> <p>Uses appropriate vocabulary and sentence structure (voice/tone).</p>	<p>Responds to the text with a general summary or retelling and may have little evidence of analysis (purpose).</p> <p>Response to text may show some misunderstanding.</p> <p>Attempts to establish a context (purpose).</p> <p>Ideas usually consist of generalities.</p> <p>Vocabulary and sentence structure are generally pedestrian and generic (voice/tone).</p>	<p>Responds to the text with little or no analysis. Misunderstood or incomplete retelling (purpose).</p> <p>No context (purpose).</p> <p>Uses basic vocabulary and simple sentences; may have some inappropriate word choices (voice/tone).</p>
ORGANIZATION AND COHERENCE <ul style="list-style-type: none"> Overall coherence Information and ideas presented in logical, cohesive fashion 	<p>Not only logical and coherent, but organized so that the writer's own ideas are clearly related to specific points in the work of literature.</p>	<p>Has clear, consistent coherence and organization.</p>	<p>Organizes ideas appropriate to topic and purpose (organization).</p>	<p>Shows coherence, but may have minor digressions (organization).</p> <p>Sufficiently organized for reader to follow ideas (organization).</p>	<p>Shows little or no evidence of purposeful organization. May be brief or, in longer papers, lack coherence.</p> <p>Reader may not be able to follow writer's line of thinking (organization).</p>
ELABORATION STRATEGIES, DETAILS <ul style="list-style-type: none"> Specific concrete details with appropriate citations from text to support writer's point of view Comparing Explaining writer's response to the work 	<p>Elaborates using striking imagery or metaphors.</p>	<p>Elaborates using concrete language and details.</p> <p>Writer supports ideas with specific references to text (detail).</p> <p>References to text are supported by specific citations (detail).</p>	<p>Ideas are elaborated effectively, using some specific, concrete details.</p> <p>Elaboration may not be clearly related to the text (detail).</p> <p>References to text are general, or may not be supported by citations (detail)</p>	<p>Shows little purposeful use of strategies for elaboration (detail)</p> <p>Elaboration may be limited to lists of details or generalities.</p> <p>May not make specific reference to text (detail).</p>	<p>No attempt to elaborate or may attempt to elaborate by repetition of initial statement (detail).</p>

This rubric is adapted from materials created by the New Standards Project.

Vermont Department of Education
RESPONSES TO TEXT

Responses to Text: Standard 1.7 In written responses to text, students show understanding of reading; connect what has been read to the broader world of ideas, concepts, and issues; and make judgments about the text. This is evident when students: (PreK - 4) **a.** Connect plot/ideas/concepts to experience, including other literature; **b.** Go beyond retelling of plot by reflecting on what is read and making connections to broader ideas, concepts, and issues; **c.** Support judgments about what has been read by drawing from experience, other literature, and evidence from the text, including direct quotations; (5 – 8) **d.** Clearly articulate a point of view, or state a firm judgment about the piece discussed; **e.** Engage the reader effectively and provide closure; **f.** Maintain a sense of audience by addressing the reader’s possible questions; (9 – 12) **g.** Establish interpretive claims and support them.

RESPONSES TO TEXT – Writing in which the author reacts to the content, ideas, action, characters, plot, theme, or other elements within a piece of text.

GLOSSARY

Analysis – A separating of a whole into its parts with an examination of these parts to find out their nature and function.

Citation – A direct quote from the text.

Coherence – The quality achieved when all the ideas are clearly arranged and connected.

Context – The set of facts or circumstances surrounding an event or a situation.

Diction – The writer’s choice of words based on their effectiveness.

Elaboration – The development and expansion of ideas and arguments. Both logical (evidence, reasons, facts and statistics) and emotional appeals can be used.

Focus – The concentration on a specific topic to give it emphasis or clarity.

Occasion – The happening or event that makes the response possible.

Pedestrian – Commonplace; usual.

Purpose – The specific reason for writing; the goal of the writing (to entertain, express, inform, explain, persuade, etc.). Purpose has to do with the topic the writer is addressing, its central idea, theme, or message.

Reference to Text – Mentioning or alluding to something in the text without directly quoting the text (Ex. Pip was frightened when he met the convict in the graveyard.)

Retelling - a restatement of the events in the story.

Stance – The attitude or position of the author.

Thesis- A sentence that announces the writer’s main, unifying, controlling idea about a topic. A thesis statement usually contains two main elements: a limited subject (Internet) and the reason for it - the “why”- (The Internet is a good resource.).

Tone – The writer’s attitude toward the subject. This can be serious, sarcastic, solemn, objective; tongue-in-cheek, etc.

Topic – The specific subject covered in a piece of writing.

Voice – The style and quality of the writing. Voice portrays the author’s personality or the personality of a persona. A distinctive voice establishes personal expression and enhances the writing.

HINT – When looking at a response to text, if the piece is simply a summary of the text or what happened in the story, with no exploration of ideas, it is a retelling. A good response tells “why” the student wrote or the student’s thoughts about the text. These must demonstrate understanding of the piece. The analysis expands and supports the “why.”

A simple retelling of the story or a summary of the text is a score point two.

Book Response on Roll of Thunder, Hear My Cry

Roll of Thunder, Hear My Cry by Mildred Taylor takes place in Mississippi in the 1930's, a time when segregation was present. Some of the characters in this story are: the Logans (Cassie, Stacey, Little Man, Christopher John, Mama, and Papa), T.J. Avery, and Mr. Morrison. In the book, one of the characters, Mr. Morrison says, "In those years I suppose it was just as hard being free as it was being a slave." In this book response, I am going to use examples from the book to help explain why I agree with that quote.

One of the examples to support the quote is Soldiers Bridge. Soldiers Bridge is a bridge on which white men have power over black men. The bridge has only one lane for only one car. If two people with the same skin color meet at the bridge, the person who reached the bridge first gets to go first. If a white and a black meet at the bridge, the white automatically gets to go first, always. This is true even if the black wagon/car is halfway across the bridge. The blacks would have to back off the bridge, and allow the whites to cross! This makes them feel like slaves obligated to obey their masters' commands.

Another example is Mama losing her job. Mama lost her job as a school teacher because Mr. Granger, who is the school district manager (and who also wants the Logans' land) claimed that Mama was teaching inappropriate information at the school, and should not be teaching anymore. Mr. Granger is white, and he feels strongly that whites are better than blacks. Mama was teaching about slavery and how black women/men were treated unfairly. He wanted a reason to fire her because without her paycheck, the Logans would not have enough money to pay the taxes for their land, and he might be able to get it.

Another example is the Jefferson School Bus (the white school's bus) that drives past Cassie, Stacey, Christopher John, and Little Man every morning as they walk to school. The driver and the children make fun of the Logans and laugh at them. If it has rained the night before, the driver would speed up and splash mud at the Logans. The Logan children felt mad, and humiliated, but they could do nothing to stop the white bus driver from doing this. They were like slaves, because they had no control over what was happening to them.

Yet another example to support Mr. Morrison's idea, is the Wallace store. The Wallace store is the local store where people shop (and which also sells alcoholic beverages). Most of the white men gather at the Wallace Store to drink, smoke, and play cards. If black skinned people were to enter the Wallace Store, the drinkers and smokers would insult them by calling them names, like "nigger" and they would make fun of them. The blacks would also always be served last. This is like Soldiers Bridge, because even if a black person was already being waited on, if a white person arrived, Mr. Wallace would stop waiting on the black person, and help the white person. This is definitely not fair.

My last example is the textbooks that the students are given in the black school. At first the black students were all excited about the new books, but when Little Man accepts his book, their point of view changes completely. The "new" textbooks are discards from a white school, where they were used until they were in very bad condition. Little Man (who is very meticulous) refused to use his book because it was old and dirty. Little Man's teacher became mad and used the whip on him.

As you can see from the situations I have explained, life for the Logans during this time was completely unfair. They were treated unfairly, because their skin is black. The black

skinned people in this story were treated with almost no respect from the white skinned people in this story. Although slavery had ended, these people were still treated like slaves because the whites would order them around, and they would have to obey, or risk their lives.

1.7 Response to Text
Grade 5
Score - 5 / 3

Book Response on Roll of Thunder, Hear My Cry

Roll of Thunder, Hear My Cry by Mildred Taylor takes place in Mississippi in the 1930's, a time when segregation was present. Some of the characters in this story are: the Logans (Cassie, Stacey, Little Man, Christopher John, Mama, and Papa), T.J. Avery, and Mr. Morrison. In the book, one of the characters, Mr. Morrison says, "In those years I suppose it was just as hard being free as it was being a slave." In this book response, I am going to use examples from the book to help explain why I agree with that quote.

Sets context well

Uses specific citation

from

Focus

One of the examples to support the quote is Soldiers Bridge. Soldiers Bridge is a bridge on which white men have power over black men. The bridge has only one lane for only one car. If two people with the same skin color meet at the bridge, the person who reached the bridge first gets to go first. If a white and a black meet at the bridge, the white automatically gets to go first, always. This is true even if the black wagon/car is halfway across the bridge. The blacks would have to back off the bridge, and allow the whites to cross! This makes them feel like slaves obligated to obey their masters' commands.

Writer provides context for following reference to text

Direct reference to text supports focus

Explains reference by relating back to focus

Another example is Mama losing her job. Mama lost her job as a school teacher because Mr. Granger, who is the school district manager (and who also wants the Logans' land) claimed that Mama was teaching inappropriate information at the school, and should not be teaching anymore. Mr. Granger is white, and he feels strongly that whites are better than blacks. Mama was teaching about slavery and how black women/men were treated unfairly. He wanted a reason to fire her because without her paycheck, the Logans would not have enough money to pay the taxes for their land, and he might be able to get it.

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Another example is the Jefferson School Bus (the white school's bus) that drives past Cassie, Stacey, Christopher John, and Little Man every morning as they walk to school. The driver and the children make fun of the Logans and laugh at them. If it has rained the night before, the driver would speed up and splash mud at the Logans. The Logan children felt mad, and humiliated, but they could do nothing to stop the white bus driver from doing this. They were like slaves, because they had no control over what was happening to them.

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Yet another example to support Mr. Morrison's idea, is the Wallace store. The Wallace store is the local store where people shop (and which also sells alcoholic beverages). Most of the white men gather at the Wallace Store to drink, smoke, and play cards. If black skinned people were to enter the Wallace Store, the drinkers and smokers would insult them by calling them names, like "nigger" and they would make fun of them. The blacks would also always be served last. This is like Soldiers Bridge, because even if a black person was already being waited on, if a white person arrived, Mr. Wallace would stop waiting on the black person, and help the white person. This is definitely not fair.

Writer provides context for following reference to text

Direct reference to text supports focus

My last example is the textbooks that the students are given in the black school. At first the black students were all excited about the new books, but when Little Man accepts his book, their point of view changes completely. The "new" textbooks are discards from a white school, where they were used until they were in very bad condition. Little Man (who is very meticulous) refused to use his book because it was old and dirty. Little Man's teacher became mad and used the whip on him.

Writer provides context for following reference to text

Direct reference to text supports focus

As you can see from the situations I have explained, life for the Logans during this time was completely unfair. They were treated unfairly, because their skin is black. The black skinned people in this story were treated with almost no respect from the white skinned people in this story. Although slavery had ended, these people were still treated like slaves because the whites would order them around, and they would have to obey, or risk their lives.

Conclusion sums up point writer is making

Score Point 5

This piece is richly elaborated with evidence from the text to support the writer's focus. The writer has supplied context with each piece of evidence so that the reader is easily able to follow the thinking in the piece.

In addition, the focus itself is an insightful one, using a quote from the text as a springboard to follow a big idea (how hard it was to be free) that threads through the book.

Conventions - 3

The writing shows control of grade-level conventions.

Letters From Rifka

Have you ever been determined to do something? In the book, Letters From Rifka, the main character was determined to leave Ukraine to get to America. Rifka, a 12 year old girl, is forced to leave Russia because if she doesn't she will be killed. Along the way she is determined and that determination helps her to get to America. Rifka never gave up hope. In other words she had indomitable spirit.

In the beginning, at the Polish border when Rifka got off the train, the guards force her and her family to take off their clothes for the Doctor. They did this because the Doctor wanted to see if she had a disease. Her determination enabled her to stand there naked, even though it was an uncomfortable, humiliating situation.

Another time was when she was on the ship to America. She nearly drowned and lost a friend when a tempest hit. She goes into the hold which really smells. After the storm ends she looks for her friend, Peter, and learns that he has been lost at sea during the storm. Rifka returns to her cabin in tears. A few hours later, when she hears people ooing and ahing up on deck as the statue of Liberty comes into sight she realizes she still wants to go to America. Her determination gave her the power to endure the emotions she had and then gave her strength to carry on without her friend.

Another example is when Rifka is in the hospital wing at Ellis Island. A Doctor asks Rifka to take off her kerchief so he can check her for ringworm. Rifka realizes that if he finds something wrong with her she can be sent back to Ukraine. She was so determined to get to America that she stood up to an American doctor. Other people that didn't have as much determination might not have done that because they would be too frightened to stand up to someone who could send them back to their old country.

So as you can see, determination can get you anywhere. It got Rifka to America.
How? It gave her the strength to carry on even though the obstacles were hard to overcome.
Determination can help you achieve your goals too.

1.7 Response to Text
Grade 5
Score - 4 / 3

Letters From Rifka

Have you ever been determined to do something? In the book, Letters From Rifka, the main character was determined to leave Ukraine to get to America. Rifka, a 12 year old girl, is forced to leave Russia because if she doesn't she will be killed.

Sets context

Along the way she is determined and that determination helps her to get to America. Rifka never gave up hope. In other words she had indomitable spirit.

Establishes focus

In the beginning, at the Polish border when Rifka got off the train, the guards force her and her family to take off their clothes for the Doctor. They did this because the Doctor wanted to see if she had a disease. Her determination enabled her to stand there naked, even though it was an uncomfortable, humiliating situation.

Writer provides context for following reference to text

Direct reference to text supports focus

Another time was when she was on the ship to America. She nearly drowned and lost a friend when a tempest hit. She goes into the hold which really smells. After the storm ends she looks for her friend, Peter, and learns that he has been lost at sea during the storm. Rifka returns to her cabin in tears. A few hours later, when she hears people ooing and ahing up on deck as the statue of Liberty comes into sight she realizes she still wants to go to America. Her determination gave her the power to endure the emotions she had and then gave her strength to carry on without her friend.

Writer provides context for following reference to text

Reference to text supports focus

Explains reference by relating back to focus

Clear transition

Writer provides context for following reference to text

Another example is when Rifka is in the hospital wing at Ellis Island. A Doctor asks Rifka to take off her kerchief so he can check her for ringworm. Rifka realizes that if he finds something wrong with her she can be sent back to Ukraine. She was so determined to get to America that she stood up to an American doctor.

Direct reference to text supports focus

Other people that didn't have as much determination might not have done that because they would be too frightened to stand up to someone who could send them back to their old country.

Explains reference by relating back to focus

So as you can see, determination can get you anywhere. It got Rifka to

Conclusion reminds reader of focus and extends thinking

America. How? It gave her the strength to carry on even though the obstacles were hard to overcome. Determination can help you achieve your goals too.

Score Point 4

This piece is clearly focused around Rifka's determination to make it to America. Even though the writer does not directly quote from the text, he does supply direct references to the text to support the focus. In addition, he provides adequate context and explanatory commentary so the reader can easily follow the writer's thinking.

Conventions - Score Point 3

The writing shows control of grade-level conventions.

Literature Response: Tim's Bravery and Courage

For literature circles I read the book: *My Brother Sam Is Dead*, by James Lincoln Collier and Christopher Collier. I was really fascinated by Tim's bravery and courage during the war. He was the young age of 11 in beginning of the book. At the end, he was around 15 so, that is about 5 years of bravery and courage.

It all starts when Sam Meeker wants to be a patriot, when his father: Life, wants him to be a loyalist along with his family. Their family is a family of four. Sam Meeker, Tim Meeker, Life Meeker and Susannah Meeker. Through out the book, Sam and Life fight about the war, while Tim doesn't know much about it. Tim is always looking up to his older brother Sam, but Sam gets kicked out of the house and joins the army in 1774. He tries so hard to sneak out to see his mother and brother but, it is always so hard.

At the end of the book Sam gets a letter from his mother saying that his father was DEAD. He had died on a prisoners ship. Later Sam died because he was accused of stealing cattle from his own family. He was just trying to save them because someone else was trying to steal them. Tim has to be real brave because he is the man of the house now and, has to take care of his mother and their farm.

Tim has much courage through out the book, here are some examples: The time he lied to the cowboys on the way back from Verplanks Point. When he lied his words were, "Are you the escorts?" "Am I ever so glad to see you." So then he ran away. He also was brave when he delivered the letter to Mr. Heron to Fairfield. He was really not going to give up but, Betsy Read got in the way and threw the letter on the ground. The letter said, "If this message is received, then the messenger is reliable."

He was also brave when he lied to his father about not going to Fairfield but, he did. His bravery is important in the book because most parts he is the so called "MAN OF THE

HOUSE” he needs to be brave because of that. The book was very interesting to read. I enjoyed it, especially how much I learned about the war was interesting. I would recommend this book to others who would like to learn more about the patriots and the loyalist.

Title helps establish focus

1.7 Response to Text
Grade 5
Score – 4 / 3

Literature Response: Tim's Bravery and Courage

For literature circles I read the book: My Brother Sam Is Dead, by James Lincoln Collier and Christopher Collier. I was really fascinated by Tim's bravery and courage during the war. He was the young age of 11 in beginning of the book. At the end, he was around 15 so, that is about 5 years of bravery and courage.

Focus

It all starts when Sam Meeker wants to be a patriot, when his father: Life, wants him to be a loyalist along with his family. Their family is a family of four. Sam Meeker, Tim Meeker, Life Meeker and Susannah Meeker. Through out the book, Sam and Life fight about the war, while Tim doesn't know much about it. Tim is always looking up to his older brother Sam, but Sam gets kicked out of the house and joins the army in 1774. He tries so hard to sneak out to see his mother and brother but, it is always so hard.

Background/context is a bit long and beginning to sound like a summary

At the end of the book Sam gets a letter from his mother saying that his father was DEAD. He had died on a prisoners ship. Later Sam died because he was accused of stealing cattle from his own family. He was just trying to save them because someone else was trying to steal them. Tim has to be real brave because he is the man of the house now and, has to take care of his mother and their farm.

Reminds reader of focus

Tim has much courage through out the book, here are some examples: The time he lied to the cowboys on the way back from Verplanks Point. When he lied his words were, "Are you the escorts?" "Am I ever so glad to see you." So then he ran away. He also was brave when he delivered the letter to Mr.

Writer provides thin context for following reference to text

Specific evidence from the text (direct quote) supports focus

Heron to Fairfield. He was really not going to give up but, Betsy Read got in the way and threw the letter on the ground. The letter said, “If this message is received, then the messenger is reliable.”

He was also brave when he lied to his father about not going to Fairfield but, he did. His bravery is important in the book because most parts he is the so called “MAN OF THE HOUSE” he needs to be brave because of that. The book was very interesting to read. I enjoyed it, especially how much I learned about the war was interesting. I would recommend this book to others who would like to learn more about the patriots and the loyalist.

General reference to text supports focus

Weak conclusion

Score Point 4

In this piece the writer uses the focus of Tim’s bravery to guide his thinking about the text. He uses evidence from the text to support that focus, sometimes in the form of direct quotes.

Context is uneven in this piece; there is so much near the beginning that the piece begins to sound like a summary, while the context for each piece of evidence is thin. However, the reader is able to follow the writer’s thinking overall.

Conventions = 3

This piece shows grade-level control of conventions.

Wait Till Helen Comes

The book I chose is *Wait Till Helen Comes* and the author is Mary Downing Hahn. The character I chose was Helen the ghost because she is scary, mean, hateful, mysterious and interesting.

One time she went to Molly and Michael's rooms and destroyed them. (Helen also destroyed mom's office.) She made a whole bunch of noise which is even more, scary. I picked this character because she is the most frightening and interesting ghost in the book!

Another time when Helen scared me is in the graveyard when she was lighting up and she was telling Heather she is going to get rid of Molly and Michael. I chose this character because she is the most frightening and interesting person in the book.

Helen also scares me because every time she was around she would glow blue lights. She is also skinny and scraggly. (That is scary!) I chose this character Helen because she is so hateful and mysterious!

The time Helen scared me most was when, she tried to lure Heather into Harper Pond, Helen said to Heather, "Come on Heather the mermaids in the crystal palaces are waiting to welcome us, to make us one of them. We will ride enchanted seahorses in a kingdom where rain never falls and the rose never dies. Unicorns, elves, dragons - you'll see the creatures I told you about. "We'll be so happy there two princesses in our glass tower." I chose Helen because she is the most frightful, alarming and deceiving person in the book.

The reason I chose this book because I love scary, mysterious stories and Helen was the scary part of this book!

1.7 Response to Text
Grade 5
Score - 3 / 3

Wait Till Helen Comes

The book I chose is Wait Till Helen Comes and the author is Mary Downing Hahn.
The character I chose was Helen the ghost because she is scary, mean, hateful,
mysterious and interesting.

No context given other than title and author

Writer establishes focus, but focus is somewhat unclear

One time she went to Molly and Michael's rooms and destroyed them.
(Helen also destroyed moms office.) She made a whole bunch of noise which is
even more, scary. I picked this character because she is the most frightening and
interesting ghost in the book!

Another time when Helen scared me is in the graveyard when she was
lighting up and she was telling Heather she is going to get rid of Molly and
Michael. I chose this character because she is the most frightening and interesting
person in the book.

Reference to text supports focus but is general

Helen also scares me because every time she was around she would glow
blue lights. She is also skinny and scraggly. (That is scary!) I chose this character
Helen because she is so hateful and mysterious!

The time Helen scared me most was when, she tried to lure Heather into
Harper Pond, Helen said to heather, "Come on Heather the mermaids in the crystal
palaces are waiting to welcome us, to make us one of them. We will ride enchanted
seahorses in a kingdom where rain never falls and the rose never dies. Unicorns,
elves, dragons - you'll see the creatures I told you about. "We'll be so happy there
two princesses in our glass tower." I chose Helen because she is the most frightful,
alarming and deceiving person in the book.

Direct evidence from the text is a specific citation, but writer does not explain it

The reason I chose this book because I love scary, mysterious stories and
Helen was the scary part of this book!

Weak conclusion

Score Point 3

This piece does have a focus (Helen is scary) and uses references to the text to support the focus. However, the evidence from the text is general, and the writer has not explained it., nor given much context for each piece of evidence.

Conventions - 3

This piece shows grade-level control of conventions.

Mossflower

The name of this book is Mossflower by Brian Jacques. This book takes place long again the fantasy world of Redwall. The creatures in the Mossflower region are partly enslaved by Tsarmina the Wildcat. A main character in the book is Martin the Warrior.

In this story Martin the Warrior shows how loyal to his cause he is. He also shows how responsible he is.

First of all Martin is very loyal to his cause. This is shown when he and his friends could defeat some of Tsarmina's troops he decides not to because it would waste precious time. As Martin says, "We'd be wasting valuable time."

Also Martin is very responsible. He shows this when he says that he should stay and fight a giant crab to save his quest and his friends. This is because he feels responsible. As he says "I'll try to hold this thing off, go on get going!"

When I read about Martin I thought he was a great character.

In conclusion I think that Martin the Warrior shows great loyalty and a huge amounts of responsibility.

I highly recommend Mossflower as a great book for anyone who likes action, animals, and fantasy.

1.7 Response to Text
Grade 5
Score - 3 / 3

Mossflower

The name of this book is Mossflower by Brian Jacques. This book takes place long again the fantasy world of Redwall. The creatures in the Mossflower region are partly enslaved by Tsarmina the Wildcat. A main character in the book is Martin the Warrior.

Context is thin

In this story Martin the Warrior shows how loyal to his cause he is. He also shows how responsible he is.

Focus clearly established

First of all Martin is very loyal to his cause. This is shown when he and his friends could defeat some of Tsarmina's troops he decides not to because it would waste precious time. As Martin says, "We'd be wasting valuable time."

Direct reference to text supports focus

Also Martin is very responsible. He shows this when he says that he should stay and fight a giant crab to save his quest and his friends. This is because he feels responsible. As he says "I'll try to hold this thing off, go on get going!"

Writer does not explain how evidence from text supports focus

When I read about Martin I thought he was a great character.

In conclusion I think that Martin the Warrior shows great loyalty and a huge amounts of responsibility.

Personal connection is vague

I highly recommend Mossflower as a great book for anyone who likes action, animals, and fantasy.

Weak conclusion

Score Point 3

This piece clearly establishes a focus, which it supports with evidence from the text in the form of specific citations. However, the writer does not attempt to explain how/in what way the evidence supports the point the writer is making about Martin's loyalty and responsibility; therefore, the focus is not as effective as it might be in driving the writing.

Score Point 3

This piece shows grade-level control of conventions.

The Midwife's Apprentice

The story begins in England near the 1600's. In a little village there was a girl who traveled from town to town. One day a midwife named Jane Sharp, sees the girl. (A midwife is a person who helps deliver babies.) The midwife, Jane Sharp takes the girl in from the cold. Jane Sharp decides to give the girl a name. She names her Beetle.

The problem in the story is that Beetle is homeless. All she has is a home at the midwife's cottage. Although instead of sleeping in Jane Sharp's house, she sleeps in a dung heap. Beetle must fend for food, a place to sleep and live.

Beetle and Jane Sharp begin to solve Beetles problem, of being homeless. Jane Sharp let's Beetle live with her. She gives her food, a place to sleep, and a name. In return Beetle must help with births, make medicine, and run errands.

The climax of the story is when Beetle leaves the midwifes cottage because she thinks she doesn't want to be the midwife's apprentice. Beetle then heads for the village looking for a different place to stay. She finds something better than the cottage. Beetle finds an inn. However, she does not stay at the inn because she realizes how much the midwife misses her and Beetle decides she really wants to be a midwife.

The story ends when Beetle knocks continuously on the midwifes door, asking to be her apprentice again. Finally, Jane Sharp opens the door. Then Beetle went back being Jane Sharp

1.7 Response to Text
Grade 5
Score - 2 / 3

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No focus established to direct writer's thinking

Writer summarizes the story in terms of narrative elements; i.e., character, setting, problem, solution

Score Point 2

In this piece the writer has summarized the story well in terms of the basic elements that make up narrative; i.e., character, setting, problem, solution, However, she has not analyzed the text in any way that requires textual evidence for support.

Conventions - 3

This piece shows grade-level control of conventions.

Sounder

I read the novel Sounder and I watched the movie Sounder. I like when his dad struck out the people in the ballgame My favorite part is when the boy brought a cake in and the police put his knife in the cake to see if they had something tool to get out of Jail.

Why because I like the movie beter because you don't hafe to read.

1.7 Response to Text
Grade 5
Score - 1 / 1

Sounder

Establishes minimal context

I read the novel Sounder and I watched the movie Sounder. I like when his dad struck out the people in the ballgame My favorite part is when the boy brought a cake in and the police put his knife in the cake to see if they had something tool to get out of Jail.

Very limited personal response

Why because I like the movie beter because you don't hafe to read.

Score Point 1

This piece is an incomplete personal response. It does not summarize or retell the story, nor does it show any attempted analysis of the text. In addition, it is so brief that it shows very little evidence of purposeful organization, and the sentence structure and word choice are very basic.

Conventions - 1

This piece shows minimal control over conventions. In a very brief piece, there are spelling, punctuation, capitalization, and sentence structure errors.